DOCUMENT RESUME

ED 029 805 SP 000 001

The Classroom Teacher Speaks on His Supportive Staff. Report of the Classroom Teachers National Study Conference on the Classroom Teacher and His Supportive Staff (Nov. 25-26, 1966).

National Education Association, Washington, D.C. Dept. of Classroom Teachers.
Pub Date 67
Note-37p.
Available from-Publications-Sales Section, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (Single copy $0.25, Stock No. 111-03896)
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors-•Differentiated Staffs, Educational Change, •Staff Role, •Teacher Role

The body of this publication is a synthesis of conference participants' answers to five questions. Material is listed under (1) jobs that can be done by others: clerical work, teaching-related activities, nonteaching assignments; (2) jobs that should be done by the classroom teacher: management of the teaching assignment, development of the policies that affect the teacher and the educational program entrusted to his care, direction of continuing inservice education programs; (3) personnel on the teacher's staff: certified educators, professional noneducators, paraprofessionals, others; (4) reasons why the teacher should have a supportive staff: for the enhancement of learning experiences of children, of teacher effectiveness, of services of administrative and supervisory school personnel, of professional prestige of the teacher, of teacher retention and recruitment, of the public image of the school; (5) blocks of such school reorganization: tradition, human resistance to change, unimaginative and insecure teachers and administrators, inadequate planning, inservice education programs, personnel policies for auxiliary staff, school financing, and state laws. Included also are specific recommendations for action to the national and state Departments of Classroom Teachers, the local associations, and local school systems. (JS)

ED029805

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THE CLASSROOM TEACHER SPEAKS ON HIS SUPPORTIVE STAFF

Report of the Classroom Teachers National Study Conference on the Classroom Teacher and His Supportive Staff

Department of Classroom Teachers
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Adapted from the official symbol of "The Year of the Non-Conference" sponsored by the National Commission on Teacher Education and Professional Standards, NEA.

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ACKNOWLEDGMENTS

The NEA Department of Classroom Teachers expresses its appreciation to the NEA Publications Division for help in producing THE CLASSROOM TEACHER SPEAKS ON HIS SUPPORTIVE STAFF. The Department is particularly grateful for the contributions of Kenneth B. Frye, chief, art section; Anne Marie Zahary, copy editor; and Joseph Di Dio, chief, photographic section.

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INTRODUCTION

In half a century, the complexion of American society has undergone radical change. Fifty years ago, 75 percent of the people worked in agriculture; today that figure has dropped to below 6 percent.

Previously two conditions hindered progress. Man moved slowly over the earth, and he was forced to devote most of his energies to working for food and clothing. Today he is highly mobile, and he can more easily provide a living for himself and his family. For the first time, therefore, he has the time and opportunity to devote to the development of human resources.

These changes hold important implications for education:

1. As the nature of work has changed, so have the necessary skills for gainful employment. One no longer can get a job with muscle power alone. Education has become the link between the individual and his role in society.
2. The schools must provide some degree of success for everyone. Over the years they have tended to favor the academically oriented students, but in the new society that has emerged they must offer a program meaningful to every child and youth.

These factors suggest a new role for the schools and call for a new concept of school organization. Teachers must have a team of people working with them to relieve them of some of their nonteaching duties if they are going to have time to perform successfully their primary task—teaching. Only when the classroom teacher becomes the nucleus of a group of professionals and paraprofessionals who work with him in educating children, only when he is looked upon as the key professional person in the education of children, utilizing and coordinating the talents and contributions of a supportive staff, will the schools be able to provide all children with the education they must have to be contributing members of society.*

In the light of these changes and the challenges they present to classroom teachers, the executive committee of the NEA Department of Classroom Teachers chose "The Classroom Teacher and His Supportive Staff" as the topic of the Classroom Teachers National Study Conference, November 1966.

* These ideas represent an abridgement of an address presented by Grant Venn, Associate Commissioner of the U.S. Office of Education, during the Classroom Teachers National Study Conference on the Classroom Teacher and His Supportive Staff.

In reaching this decision, the executive committee was influenced by several factors:

1. The National Commission on Teacher Education and Professional Standards, NEA, has identified "The Teacher and His Staff" as one major study area during 1966-67, "The Year of the Non-Conference."

2. Considerable funds are now available in public school systems from the new federal education programs, as well as from private foundations, to increase materially the number of paraprofessionals in the public schools. To date, few educators have given serious attention to the functions, qualifications, or effective uses of paraprofessionals. Further, in earlier work along this line and in the development and evaluation of current projects, the classroom teacher appears to have been almost completely bypassed and has not taken the initiative necessary to be involved meaningfully in such programs.

3. Project: Time To Teach, conducted for the NEA by the Department, challenges classroom teachers to accept and initiate changes that will improve their service to the child. The *Time To Teach: Action Report* states:

"If teachers are to change their behavior, they must be encouraged to accept a new image of themselves. This new image must be developed within existing school situations through the joint efforts of teachers, principals, and administrators.... The essential prerequisite to improving American education in this generation is the establishment of those conditions which will permit the most advantageous use of the professional skills of the teachers.... Clearly, a new approach to the problem is needed."*

The 1966 Classroom Teachers National Study Conference on the Classroom Teacher and His Supportive Staff centered on the classroom teacher as the focal point in the educational process, giving primary attention to identifying (a) classes of paraprofessionals and administrators and the responsibility of each to classroom teachers and (b) relationships among these segments of school personnel to the end that the classroom teacher can give maximum service to the student.

Participants came from 39 states and represented small rural as well as large urban associations. Teaching experiences ranged from less than 1 year to over 35 years. There were 27 with teaching assignments from kindergarten to grade 6, 14 in junior high school, 15 in senior high, and 1 in junior college. Subject matter areas included music, art, special education, remedial reading, mathematics, English,

* National Education Association and Department of Classroom Teachers, Project: Time To Teach. *Time To Teach: Action Report.* Washington, D.C.: the Association, 1966. pp. 213-14.

social studies, science, speech, chemistry, physical education, languages, agriculture, business education, and industrial arts.

Serving as conference consultants were staff members of the National Education Association and several of its segments—the Association for Supervision and Curriculum Development, National Commission on Teacher Education and Professional Standards, Commission on Professional Rights and Responsibilities, Department of Elementary-Kindergarten-Nursery Education, Division of Affiliates and Membership, National Training Laboratories, Division of Organization Relations, Publications Division, and Department of Classroom Teachers—as well as staff members of the New York State Teachers Association and the Des Moines (Iowa) Education Association.

A number of groups had been invited to name representatives to bring their points of view to the conference. Among those to accept were the National Commission on Teacher Education and Professional Standards, NEA; American Association of School Administrators; NEA Department of Elementary School Principals; NEA Department of Elementary-Kindergarten-Nursery Education; National Council of Urban Education Associations; Association for Childhood Education International; National Congress of Parents and Teachers; National School Boards Association; Bank Street College of Education; and the Model School Division of the District of Columbia Board of Education.*

Prior to the conference all participants, consultants, and representatives reviewed working papers. By specific request the classroom teachers involved their local association leaders and administrators in exploring the topics on the agenda and reacting to questionnaires provided by the Department. The results of this homework were summarized for use as resource materials at the conference and, along with the minutes of the conference, as background material in preparing this report.

The Classroom Teacher Speaks on His Supportive Staff presents in outline form apparent consensus—but not necessarily unanimous agreement—on the issues discussed. This pamphlet does not purport to give answers; it is designed to motivate conversations within and among professional groups and stimulate experimentation and change, which in turn will improve educational opportunities for children.

* The Model School Division has an active program of preparation and supervision of teacher aides in the inner-city schools.

A SUPPORTIVE STAFF FOR THE CLASSROOM TEACHER

What jobs can be done by others?

What jobs should be done by the classroom teacher?

Who are the classroom teacher's supportive staff?

Why should the classroom teacher have a supportive staff?

What are the blocks to such school reorganization?

Work group—(left to right) Archie W. Janzen, classroom teacher, Boise, Idaho; Jeanette Kear, Model School Division, District of Columbia Board of Education; Robert Humbles, Jr., classroom teacher, Washington, D.C.; and Jonathan C. Bell, classroom teacher, Fairfax County, Virginia.

WHAT JOBS CAN BE DONE BY OTHERS?

Clerical work

Teaching-related activities

Nonteaching assignments

Clerical work

Preparing attendance reports

School system forms
Federal attendance forms

Collecting money

Lunch, milk
School fees, book rentals
Magazines, newspapers
Insurance
Charity drives
School pictures
Field trips
Money-raising projects
Banking
Class parties

Keeping numerous office records

Homeroom records
Statistical reports
Annual and semi-annual reports
Inventory of class equipment
Requisition forms
Federal reports

Handling report cards

Initial preparation
Entering grades
Transferring information
Collecting and filing cards

Duplicating work sheets and tests

Cutting stencils
Operating machines

Maintaining student personnel records

Initial preparation
Health records
Anecdotal reports
Referral forms

Filing

Tests, work sheets, and other items
Resource materials for teaching units

Making home contacts

Making initial telephone call on absences
Setting up appointments for teacher-parent conference
Setting up appointments for home visitation
Typing flexible schedules
Reporting on team teaching.

A SUPPORTIVE STAFF FOR THE CLASSROOM TEACHER

WHAT JOBS CAN BE DONE BY OTHERS?

Teaching-related activities	Initial checking, correcting, and marking of some papers for review by classroom teachers
	Administering, monitoring, scoring, and graphing standardized tests
	Checking out, returning, storing, and maintaining equipment and supplies
	Preparing room for use of special equipment
	Arranging bulletin boards and exhibits; setting up charts; attending to room environment
	Monitoring homeroom and study hall
	Supervising some laboratory or some seat work
	Researching materials and tools
	Supervising student make-up work after school
	Administering first aid for minor injuries.
Nonteaching assignments	Supervising students at lunch, recess, and detention; in the halls, library, rest rooms, assembly, and bus
	Supervising extracurricular activities—clubs, bus trips, school parties, school activities; selling and collecting tickets at ball games
	Assuming cocurricular assignments related to coaching, the student council, the yearbook, and the school play
	Performing custodial duties—in the classroom, halls, rest rooms, and faculty lounge
	Announcing and passing out routine bulletins
	Caring for preschool children during parent-teacher conferences, lectures, and other events
	Health screening—taking weight and measurements and checking vision.

A Supportive Staff for the Classroom Teacher

WHAT JOBS SHOULD BE DONE BY THE CLASSROOM TEACHER?

The management of the teaching assignment

The development of the policies that affect the classroom teacher and the educational program entrusted to his care

The direction of continuing in-service education programs

A SUPPORTIVE STAFF FOR THE CLASSROOM TEACHER

WHAT JOBS SHOULD BE DONE BY THE CLASSROOM TEACHER?

The management of the teaching assignment

Having time to teach as the classroom teacher has been prepared to teach

Daily planning within the school day

Working with students individually in and out of school

Consulting with other teachers and specialists during the school day

Conferring with parents

Deciding when and how to use media, equipment, supplies, and techniques

Doing research

Supervising the maintenance of adequate student records

Visiting other classes and other schools to observe new practices and equipment.

Making home visitation.

The development of the policies that affect the classroom teacher and the educational program entrusted to his care

Deciding within the classroom what to teach, how to teach it, and when to teach it

Sharing in curriculum development and having released time during the school day to participate in this planning

Having a voice in general policies related to textbook selection; grading system; length of school day and year; selection of new teachers and student teachers; assignment of student teachers and pupils; pupil personnel services; release of students from one class to participate in sports, music, or some other activity; requisition of materials; school open house; and community relations.

The direction of continuing in-service education programs

Keeping up-to-date on the latest development in new content, teaching materials, techniques, and innovations through reading, research, observation, visitation, meetings, college courses, and professional conferences

Attending, with released time, grade level and/or subject matter meetings for exchange of ideas and work on curriculum

Participating in conferences sponsored by local, state, and national professional associations.

WHO ARE THE CLASSROOM TEACHER'S SUPPORTIVE STAFF?

Certificated educators

Professional noneducators

Paraprofessionals

Others

Sources of auxiliary personnel

A SUPPORTIVE STAFF FOR THE CLASSROOM TEACHER

WHO ARE THE CLASSROOM TEACHER'S SUPPORTIVE STAFF?

Certificated Educators

Superintendent
Assistant superintendent
Principal
Assistant principal
Supervisor
Director of improvement of instruction
Curriculum coordinator
Department head
Subject area consultants (art, vocal and instrumental music, drama, mathematics, language arts, physical education, elementary specialists, etc.)
Special teachers (art, music, foreign language, physical education, remedial reading, homebound, specialists for exceptional children, etc.)
*Speech therapist
Hearing therapist
Sight therapist
Other teachers in team-teaching plan
TV teacher
*Librarian
Elementary and secondary guidance counselor
Educational psychologist
*School psychometrician
Homebound teacher
Visiting teacher
Audiovisual specialist
University consultant
*Public relations director
Director of evaluation and research
Director of training (human relations skills a prerequisite)

Professional Noneducators

*School nurse
School dentist
Dental hygienist
Dental technician
School physician
*School psychologist
*School psychiatrist
School audiometrist
School opthalmologist
*School psychometrician
Physical therapist
Social worker
Welfare worker
Counselor on social problems
Advisor on social-parent relations
Vocational counselor
Personnel in clinic referral centers

*In some school systems, this position may be filled by a certificated educator; in others, by a noneducator.

A SUPPORTIVE STAFF FOR THE CLASSROOM TEACHER

WHO ARE THE CLASSROOM TEACHER'S SUPPORTIVE STAFF?

Paraprofessionals

School-community coordinator (safety, police, fire department, social agencies)

*School secretary

Computer programmer

*Public relations director

Placement director

Pupil personnel worker

Attendance officer

Audiovisual technician

*Speech therapist

Public librarian

Library assistant

Resource people for special classroom assignments (engineers, musicians, politicians, drama specialist, etc.)

Teacher Aide

General teacher aide
- check attendance
- do housekeeping chores
- prepare art supplies, bulletin board, supplementary materials, transparencies
- check objective tests
- record test scores and grades
- file material; prepare reports
- collect money
- compute statistical information
- ditto seat work, charts, maps
- monitor students
- administer remedial drill work
- help individuals and small groups in independent study and follow-up
- assist with music, drama, art
- tell stories

Curriculum laboratory assistant
- cut stencils, makes transparencies, filmstrips, and slides

Audiovisual technician

Aides for special classes

Physical education aide

Science laboratory assistant

Bilingual aide

Audio assistant

Theme reader

TV staff and technician

Home visitor

Library aide

Clerical Aide

Secretary/Clerk
- conduct magazine campaigns
- collect lunch money
- do bookkeeping for classes and activities fund

*In some school systems, this position may be filled by a certificated educator; in others, by a noneducator.

A SUPPORTIVE STAFF FOR THE CLASSROOM TEACHER

WHO ARE THE CLASSROOM TEACHER'S SUPPORTIVE STAFF?

Others

Monitor

Hall supervisor
Playground attendant
Recess supervisor
Study hall monitor
Test monitor
Lunch room monitor
Safety aide
Athletic game supervisor
Field trip supervisor
School bus attendant
Classroom monitor

Custodian
Transportation personnel
Lunch program staff
*Attendance officers
Resource people for special class assignments—
Experts from vocational fields
Artists
Musicians
Hobbyists
Housewives (to demonstrate sewing and food preparation)
Practitioners of trades (beauticians, printers, etc.)
*School secretary

Sources of Auxiliary Personnel

Parents
Housewives
Volunteer workers from organizations
Community helpers
Dropouts
Intern teachers
Retired teachers
Senior citizens
Neighborhood youth corps
Students (peers, college students)

*In some school systems, this position may be filled by a certificated educator; in others, by a noneducator.

WHY SHOULD THE CLASSROOM TEACHER HAVE A SUPPORTIVE STAFF?

Learning experiences of children are enhanced.

Teacher effectiveness is enhanced.

Services of administrative and supervisory school personnel are enhanced.

Professional prestige of the classroom teacher is enhanced.

Teacher retention and recruitment are enhanced.

The public image of the school is enhanced.

WHY SHOULD THE CLASSROOM TEACHER HAVE A SUPPORTIVE STAFF?

Learning experiences of children are enhanced.

The educational program becomes truly child oriented and flexible rather than task oriented and rigid when time is provided for more intensive planning by more people.

The child gets more of the teacher's time.

Tutorial services of many kinds, as well as appropriate large- and small-group instruction, are provided.

The classroom teacher has time to study each child, confer with parents, utilize auxiliary pupil-personnel services, diagnose problems, prescribe individual treatment, and check on progress made.

The child gets the additional advantage of the knowledge and talents of many individuals such as aides, special teachers, and consultants.

The child benefits from the extra "eyes and ears" alert to individual needs. The aide with special skills and/or with background similar to that of an individual child may be able to identify with the child more readily and to interpret problems more effectively to the classroom teacher.

The child's horizons are widened through the use of special talents of people in the community.

A more relaxed classroom climate is created.

Creativity is fostered.

The increased attention provides a greater feeling of security for the child and fosters increased achievement.

Teacher effectiveness is enhanced.

The teaching task becomes manageable.

- Time is available for the classroom teacher to teach and to create the best possible climate for learning.
- Time is available for preparation and planning for the professional aspects of teaching.
- Fatigue and tension factors caused by trying to cope with an unmanageable burden are eliminated.

The classroom teacher is able to utilize more professionally oriented approaches to the teaching-learning process:

A SUPPORTIVE STAFF FOR THE CLASSROOM TEACHER

WHY SHOULD THE CLASSROOM TEACHER HAVE A SUPPORTIVE STAFF?

- A wider variety of teaching techniques and skills
- The presentation of subject matter in greater depth
- The team approach, which releases and utilizes the talents and expert knowledge of all team members, each of whom makes his own unique contribution
- A new pattern of staff utilization permitting—
  - —diversification of activity in the teaching-learning situation
  - —a variety of student groupings – large-group, small-group, and individual instruction
  - —flexible rather than rigid scheduling
  - —individualized planning to meet individual differences of students
- Enrichment of subject matter content through—
  - —more reading and research
  - —greater use of resources
- More effective use of facilities and resources, both human and material
- Team planning, which serves as a teacher stimulus.

In-service education programs for all team members become an expected and necessary adjunct.

The beginning teacher receives support and encouragement. His strengths are utilized and his weaknesses identified and overcome. He gains new insights into teaching and enjoys personal rewards not so readily available in a self-contained classroom.

Services of administrative and supervisory school personnel are enhanced.

The traditional pattern of school organization is reevaluated and realigned to meet better the needs of children for tomorrow's society.

The roles of all certificated educators are redefined, and responsibilities are assigned for more effective use of the professional manpower and talents available.

Certificated educators in administrative and supervisory assignments are more closely involved in the actual teaching process.

The total school staff develops a team spirit and loyalty that cannot be achieved when the school system is organized on the basis of the staff-line concept.

Professional prestige of the classroom teacher is enhanced.

The recognition of the classroom teacher as a coordinator of a team of professional and paraprofessional staff members promotes in him a greater sense of professionalism and creates in others an awareness of his importance.

A SUPPORTIVE STAFF FOR THE CLASSROOM TEACHER

WHY SHOULD THE CLASSROOM TEACHER HAVE A SUPPORTIVE STAFF?

The classroom teacher is freed to exercise to the fullest his professional capabilities and is permitted to do what he knows needs to be done when it needs to be done.

A healthy relationship of mutual support and respect is fostered among the teacher, administrator, and paraprofessional. This relationship brings satisfactions not possible in an organization built upon the hierarchical concept of superiority and inferiority.

Housekeeping and clerical chores are eliminated, and teacher morale is improved.

The classroom teacher is freed to serve and is accepted in other professional activities within the school system, such as curriculum development, innovative practices, and in-service education.

Teacher retention and recruitment are enhanced.

Attrition of good classroom teachers is minimized through the increase in teacher status and the elimination of unnecessary frustrations.

Both students and aides recognize the new status of the classroom teacher and the increased satisfactions in teaching. As a result, both groups will more readily choose teaching as a career.

The public image of the school is enhanced.

Involvement of more lay citizens in providing enriching experiences in the schools develops a greater appreciation for the role of the school as a social institution and improves home-school relations.

The use of citizens as aides and resource assistants develops a civic pride on the part of those involved.

Classroom teachers, parents, and other citizens have more and better opportunities to know and appreciate each other.

WHAT ARE THE BLOCKS TO SUCH SCHOOL REORGANIZATION?

Tradition

Human resistance to change

Unimaginative and insecure classroom teachers and administrators

Inadequate planning

Inadequate in-service education programs

Inadequate personnel policies for auxiliary staff

Inadequate school financing

Inadequate state laws

WHAT ARE THE BLOCKS TO SUCH SCHOOL REORGANIZATION?

Tradition

Conservative attitude and inflexibility of many people, educators and public alike.

Deep commitment to the status quo in—

—the hierarchical organization of school administration, and
—the self-contained classroom at the elementary level.

School calendar based on needs of an agrarian rather than an industrial society.

Human resistance to change

Human resistance to change and the desire to maintain the status quo are natural attitudes. The statements here presented represent the variety or rationalizations which are most often used to justify inactivity and impede change. Some will seem to be very close to the actual truth; many will be recognized as rash and irresponsible.

Classroom teachers resent invasion of the privacy of their classrooms by outsiders.

Administrators may use the employment of paraprofessionals as a device to heap more responsibilities on the classroom teacher without compensation or elimination of any current responsibilities.

Paraprofessionals with access to student records may misuse confidential information about students and their families. Aides cannot be depended upon to be ethical.

The public won't accept the use of paraprofessionals in the classroom. Some aides may be used for tasks which belong to certificated personnel.

Some paraprofessionals need so much direction and follow-up that it is better and easier for the classroom teacher to do it himself. Guiding paraprofessionals is a time-consuming endeavor, and classroom teachers will object to the extra planning that is necessary if the services of aides are to be used effectively.

The administration may employ paraprofessionals as a way of saving money. This practice may undermine the teacher's salary schedule.

The employment of aides may result in the use of unprofessional practices in the classroom.

A SUPPORTIVE STAFF FOR THE CLASSROOM TEACHER

WHAT ARE THE BLOCKS TO SUCH SCHOOL REORGANIZATION?

Putting aides in the classroom with teachers will only create personality conflicts.

The use of lay aides may cause classroom teachers to lose intimate knowledge of individual students. There will be a tendency for classroom teachers to lose touch with the individual child's progress if too many instructional responsibilities are delegated to another. Further, the classroom teacher will be robbed of excellent opportunities to get to know his students better.

The administration may use aides as an excuse to increase class size.

There is always the risk of getting an aide who is not really qualified or actually able to do the job correctly. Administrators will take the position that anyone can be used as an aide.

Principals and supervisors have an aversion to becoming a part of a team of which the classroom teacher is the coordinator. They do not see themselves as the supportive staff of the classroom teacher.

Cecil J. Hannan, NEA assistant executive secretary for professional development and welfare

The classroom teacher is not prepared to be a team leader and to use a supportive staff.

Overuse of aides may cause a gap in the rapport between teacher and student such as has occurred at the college level.

The wisdom of having parents as paraprofessionals and the legality of the use of paraprofessionals are questionable.

There is not enough in the school budget. The money spent on aides could better be spent on more teachers and reduced class size.

The use of paraprofessionals may undermine standards of professional preparation.

The aide will usurp the authority of the classroom teacher.

The classroom teachers will not respect the aides and will assign only menial jobs to the aides.

The classroom teacher will become lax and lazy and let the aide do all the work.

The aide with a philosophy of discipline at variance with that of the teacher will cause conflict between the child and the teacher.

Classroom teachers object to change.

School buildings are not built to permit the use of aides. The rooms are not large enough.

A program of auxiliary personnel is promoted merely to solve the community unemployment problem.

Apathetic and indifferent attitudes prevail.

There is no professional preparation for this type of school operation and administration.

"The changes ahead can be shaped to make education... more effective if each one of us recognizes emotion and exercises reason in change implementation. If we devote to new directions only a small fraction of the time and energy we normally use to preserve the status quo, we can become effective and constructive change agents.

"In facing new challenges of organizational structure, personnel relations, school finance, and educational policy, our focus must be on our basic purpose—to provide the best possible education for children; to pass on to members of the next generation the ability to solve their own problems."

Cecil J. Hannan

A SUPPORTIVE STAFF FOR THE CLASSROOM TEACHER

WHAT ARE THE BLOCKS TO SUCH SCHOOL REORGANIZATION?

Unimaginative and insecure classroom teachers and administrators

A SUPPORTIVE STAFF FOR THE CLASSROOM TEACHER

WHAT ARE THE BLOCKS TO SUCH SCHOOL REORGANIZATION?

The limited perspective of too many educators and boards of education impedes their recognition of the need for change.

The threat of unknown and the security of known inhibit action. Both classroom teachers and administrators fear loss of authority and are unwilling to face the possibility of failure.

Too many school systems lack adequate supportive services, especially in the area of pupil personnel needs, such as experts with specialized knowledge to solve the many different types of problems of students.

The importance of evaluation, research, and development (a necessary adjunct in any business enterprise today) is not recognized as an integral part of the public school structure.

Inadequate planning

By local school systems:

- Insufficient time is devoted to planning a program based on the concept of a supportive staff for the classroom teacher.
- The total staff, the school board, and the community are not involved in initial planning.
- The philosophy and rationale underlying the program are not sound in that—
  - —There are no clearly defined aims, goals, or purposes.
  - —The availability of federal funds rather than a recognized educational need motivates the initiation of the program.
  - —The program is used as a cover-up for hidden objectives such as the anticipation of cutting costs.
  - —The program is sold on the premise that "it will lessen the work of the classroom teacher."
- New staff relationships are not clearly outlined in that—
  - —Terms are not explicitly defined.
  - —There is a lack of understanding of multiple and changing responsibilities and authority between and among members of both the professional and paraprofessional staffs. Clarification is needed on who is responsible to whom and for what, why, and for how long.
- Sufficient attention is not given to space problems caused by the design of many current school buildings—such as how to provide flexible work areas in a somewhat inflexible structure.
- The program is not clearly justified in terms of budget allocations.

By the professional association:

- The organized profession has not accepted the responsibility of building a climate for change and making a commitment to experimentation.

WHAT ARE THE BLOCKS TO SUCH SCHOOL REORGANIZATION?

- Research on the strengths and weaknesses of this type of school organization is insufficient.
- There is a lack of effective public relations programs to inform the public on the changing needs of education and to develop public support for change.

Inadequate in-service education programs

Adequate orientation and continuing in-service education programs for paraprofessionals are needed in the following areas:

- Understanding the jobs to be done
- Developing the necessary skills
- Learning how to become an effective team member
- Identifying and accepting personal responsibilities
- Becoming knowledgeable about school philosophy and policies
- Studying the Code of Ethics of the Education Profession.

Adequate orientation and continuing in-service education programs for educators are needed in the following areas:

- Personnel management
  - —Developing the ability and skills of the classroom teacher to "orchestrate" a team of adults to meet the learning needs of pupils
  - —Developing the ability and skills of administrators to "orchestrate" teams of adults of which classroom teachers are team coordinators
  - —Developing the skills of all educators to serve at times as team members and at other times as team leaders
  - —Developing the skills of all educators to identify, release, and use effectively the special talents of individuals
  - —Learning to delegate authority
- New methods, contents, and resources.

In-service education for total staff—professional and paraprofessional together—is needed in the following areas:

- Utilizing resources, both human and material, to improve educational opportunities for the child
- Evaluation, research, and further development of the program itself.

There is a lack of clearly defined job descriptions with qualifications identified for the respective job.

Inadequate personnel policies for auxiliary staff

A SUPPORTIVE STAFF FOR THE CLASSROOM TEACHER

WHAT ARE THE BLOCKS TO SUCH SCHOOL REORGANIZATION?

- What can the teacher aide do?
- What should the teacher aide not do?
- What are the functions of other paraprofessionals?

There is a lack of clearly defined employment policies.

- What are the policies on screening of candidates?
- What are the hours, wages, and leave policies of paraprofessionals?
- What are the opportunities for advancement for paraprofessionals?

There is a lack of clearly defined assignment policies.

- Who makes the final decision on which classroom teachers will have aides and which aide will be assigned to which classroom teacher?
- Who makes the final decision on what specific jobs paraprofessionals will do in a specific classroom?
- To whom is the paraprofessional directly responsible?
- How will the rights of the paraprofessional be protected?

Inadequate school financing

In general, few school budgets are adequate to provide high quality education under the existing philosophy of school organization and operations.

In general, few school budgets provide funds for evaluation, research and development which would facilitate experimentation with this type of school organization.

Federal funds which allow for such experimentation are available only to a limited number of schools.

To finance such a program through an increase in local tax moneys will require the development of a sound philosophy and rationale to justify the request to the public. To prepare such a justification without experimentation is almost impossible.

This type of school organization and operation planned to meet the needs of today and tomorrow necessitates increased staff and more resource materials and will cost more money, not less.

Inadequate state laws

Some state laws require that certificated educators be fully responsible for children while they are on school property.

Many state laws do not specify that authority for supervision of children can be delegated by certificated educators to paraprofessionals.

RECOMMENDATIONS FOR ACTION

To the NEA Department of Classroom Teachers

To the state department of classroom teachers

To the local association

To the local school system

Work group—(left to right) Gary W. Womble, classroom teacher, Dade County, Florida; Martha Dell Sanders, classroom teacher, Paducah, Kentucky, and Southeast regional director of the NEA Department of Classroom Teachers; and Daphne Harrison, classroom teacher, Broward County, Florida.

RECOMMENDATIONS FOR ACTION

TO THE NEA DEPARTMENT OF CLASSROOM TEACHERS

Information

Disseminate widely information about the concept of the classroom teacher and his supportive staff.

Cooperate with the National Commission on Teacher Education and Professional Standards, NEA, and with other groups to—

Definition of terms

—Arrive at clear and mutually acceptable definitions of the terms *paraprofessional, auxiliary personnel, teacher assistant, teacher aide, associate teacher, staff teacher, senior teacher,* and others.

—Publicize these definitions widely.

—Use these terms consistently and properly.

Research

Encourage research and experimentation in this area.

"Year of the Non-Conference"

Support the objectives and recommendations of "The Year of the Non-Conference" of the National Commission on Teacher Education and Professional Standards.

RECOMMENDATIONS FOR ACTION

TO THE STATE DEPARTMENT OF CLASSROOM TEACHERS

State conferences

Plan state conferences on the topic of "The Classroom Teacher and His Supportive Staff" patterned after the national study conference.

Regional meetings

Develop an understanding of the concept of the teacher and his supportive staff by scheduling regional meetings in key areas of the state where classroom teachers, administrators, members of boards of education, professors of teacher education, and perhaps teacher aides and other auxiliary personnel can carry on dialogues on the subject.

State laws

Research state laws regarding teacher liability and the use of auxiliary personnel; disseminate this information to local associations; evaluate the information to determine strengths and weaknesses; and take steps to promote legislation to eliminate weaknesses and make it possible for the teacher to operate as a team leader with the assistance of auxiliary, as well as other professional, personnel.

Periodicals

Present various aspects of the concept of the teacher and his supportive staff in professional periodicals.

"Year of the Non-Conference"

Be informed on and support the objectives and recommendations of "The Year of the Non-Conference" sponsored by the National Commission on Teacher Education and Professional Standards.

RECOMMENDATIONS FOR ACTION

TO THE LOCAL ASSOCIATION

Program planning

Plan programs on the topic "The Classroom Teacher and His Supportive Staff" patterned after the national study conference.

Teacher involvement

Involve classroom teachers in planning for the use of auxiliary personnel—recruitment, orientation, assignment, continued in-service education, development of appropriate personnel policies, and identification of sources of income to finance a pilot project.*

Job descriptions

Initiate a program to develop job descriptions for all positions—professional and auxiliary—and define the qualifications for each.

Pilot program

Plan and initiate, in cooperation with the administration, a pilot program within one or more school buildings organized on the concept of the classroom teacher as the leader of a supportive team of professional and auxiliary staff.

Evaluation

Evaluate current personnel policies as they relate to both certificated and noncertificated employees and take steps to keep these policies up-to-date.

Evaluate the status quo of the local school system.**

Program initiation

Plan next steps to initiate a program that is adequate for preparing today's youth for tomorrow's world.

"Year of the Non-Conference"

Participate in follow-up activities relating to "The Year of the Non-Conference" sponsored by the National Commission on Teacher Education and Professional Standards.

- Assign to the local committee on teacher education and professional standards the responsibility of planning a program in sequel to "The Year of the Non-Conference" and involving many educators in it. Use a variety of techniques—association periodicals; a reading list; a discussion program in each building; or a program featuring classroom teachers, administrators, board members, and others.

*The Des Moines (Iowa) Education Association has developed such a program covering the financing and training of auxiliary personnel.

**_Profiles of Excellence_, published by the NEA Office of Professional Development and Welfare, is an effective evaluation tool.

RECOMMENDATIONS FOR ACTION

TO THE LOCAL ASSOCIATION

Lay involvement

Action

- Arrange for visitation by members of the local school system at demonstration schools if such schools are close at hand; plan follow-up discussions.

Study all available research appropriate to any of the above activities.

Involve appropriately parent-teacher associations, cultural and civic organizations, the communications media, and other groups.

Mobilize for action to initiate a pattern of school system organization based on the concept of the classroom teacher and his supportive staff.

Establish study committees:

- Explore existing research programs and literature
- Explore possible means of funding
- Explore legal implications
- Explore manpower availability.

Evaluate the local situation to ascertain needs:

- How does the teacher see it?
- How does the administration see it?
- How does the community see it?

Identify needs on the basis of study committee reports.

Appoint an action committee to develop and initiate a project.

Write a letter to the school board informing members of the proposed study.

Notify the professional negotiation committee of the proposal.

Develop a strong public relations program.

- Distribute fact sheets explaining how auxiliary personnel are used and the benefits to students.
- Use materials available from the National Education Association.
- Devote a general meeting of the association to the topic.
- Solicit the cooperation of the press in pubiicizing the program.
- Involve the local council of parents and teachers.
- Arrange for television interviews featuring local school personnel.

RECOMMENDATIONS FOR ACTION

TO THE LOCAL ASSOCIATION

- Inform local service organizations.

Develop personnel policies to cover job descriptions, terms of employment, evaluation, and orientation and in-service education.

Present the program to the superintendent and school board.

Initiate orientation and in-service education programs.

Work closely with the school administration in studying, planning, and implementing the program.

"The local association can be the catalytic agent that stimulates and sustains a school program organized on the basis of the classroom teacher as the coordinator of a supportive staff. The local association can make it all come together."

Cecil J. Hannan

Conference Chairman Charlotte M. Huff (at lectern) introduces members of a panel on "The Classroom Teacher and His Supportive Staff." Left to right are Clara E. Cockerille, professor of education, Westminster College, New Wilmington, Pennsylvania; Terry Gabrielson, classroom teacher, Anoka-Hennepin, Minnesota; Lawrence G. Derthick, Jr., associate superintendent, Kanawha County, West Virginia; Robert T. Hamilton, executive secretary, Des Moines (Iowa) Education Association; Roberta Howard, project coordinator, Teacher Aide Program, Model School Division, District of Columbia Board of Education; and Miss Huff.

RECOMMENDATIONS FOR ACTION

TO THE LOCAL SCHOOL SYSTEM

Leadership

Provide dynamic, aggressive leadership committed to educational change to meet today's and tomorrow's challenges.

Pilot projects

Plan, implement, and evaluate pilot projects using supportive staff.

Total involvement

Involve classroom teachers, administrators, and laymen in the planning, implementation, and evaluation.

Obstacles

Study blocks listed on pages 20-26 of this report, evaluate them in light of the local situation, identify the specific impediments which apply in the community, and plan a procedure which minimizes these impediments.

Pictured at left are the other panelists: Cecil J. Hannan, NEA assistant executive secretary for professional development and welfare, moderator; George A. Schwarzmann, principal, West Port Elementary School No. 225, Baltimore, Maryland; Ruth Mancuso, school board member, Glassboro, New Jersey; Elizabeth D. Koontz, classroom teacher, Salisbury, North Carolina, and past president of the NEA Department of Classroom Teachers; and Anne Hardy, junior college instructor, Raymond, Mississippi.

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